DOCUMENT RESUME

ED 284 377 EC 192 788

AUTHOR East, Joanne
TITLE Yes You Can! A Booklet to Help Young People with Learning Disabilities Understand and Help Themselves. Revised Edition.
INSTITUTION National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.
PUB DATE 87
NOTE 33p.
AVAILABLE FROM National Easter Seal Society, 2023 West Ogden Ave., Chicago, IL 60612 ($1.65 plus $0.75 postage).
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Educational Resources; Family Attitudes; Individual Differences; Intermediate Grades; *Learning Disabilities; *Learning Problems; Peer Acceptance; Secondary Education; *Self Concept; *Self Esteem; *Student Problems

ABSTRACT

Intended for students with learning problems, this booklet is designed to help the student deal with his/her learning disability. Presented in simple language and cartoon-like illustrations, this publication addresses the causes of and misconceptions about learning problems, how it feels to have a learning disability, what can be done, and where to go for help. The first section names famous people, including Thomas Edison, Beethoven, and Bruce Jenner, who overcame learning problems. Section 2 defines learning problems. The third section emphasizes the importance of individual differences. Section 4 discusses the causes of learning problems. Section 5 suggests techniques for dealing with various learning problems, such as using a computer and a calculator, studying spelling in different ways, typing work, answering essay questions on a tape recorder, and working behind a screen. Section 6 considers attitudes of family and friends toward children with learning disabilities. The seventh section presents learning-disabled students' descriptions of themselves and the ways they have dealt with their disability. A 17-item resource list is included. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

YES YOU CAN!

A booklet to help young people with learning disabilities understand and help themselves

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

National Easter Seal Society

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED284377

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

EC 192788

Revised edition
2

INTRODUCTION

This is a book about learning problems. As you probably know, there are a few students in every elementary school classroom who have a learning problem of one kind or another. There are also older kids in junior high school and high school and even adults who have learning difficulties. Maybe you are one of these people. This book was written to help you deal with this problem.

Copyright © 1978, 1987 Joanne East
Published by the National Easter Seal Society

YES YOU CAN!

WHO'S WHO?

Hi! My name is **Bonnie.** When I was in 5th grade my teacher and I thought it would be nice to write a book for kids who had learning problems. We wrote the first version of *Yes You Can!* When I was in 2nd grade, I found out I had a problem with reading, spelling, and writing. I didn't like it very much. I felt stupid. I would ask so many questions, and kids would think I was dumb. I didn't know simple little words. In 3rd grade I found out I was good in math. That made me feel great and happy. Now I'm in my fourth year in college, where I have got A's in math and am majoring in electrical engineering. I still have trouble keeping up with all the reading for my classes, but there are ways to help. There are tutors who can help and tapes of some books to use. Having people to study with may be a good idea. I can help some students with math, and they can proofread my papers for spelling mistakes. It helped me the most when I found I was good at some things and that I could do almost anything if I tried hard enough. Good attitude is important. I know even though I can do a lot, I still need to work on my weaker areas. You can improve too. I know because I've been through it.

The teacher who wrote this book is . . .
Joanne East, who worked as speech therapist in the Kane County Center for Learning Disabilities before becoming a learning disabilities teacher in Naperville, Illinois. She started the Naperville Association for Children with Learning Disabilities—a parent group—and taught the first class for parents at the College of DuPage. She received her master of education degree from the National College of Education.

Hi! I'm **Greg Owens.** I'm 27 years old. Until I was about 4, I couldn't speak a word, so I wrote and illustrated my words. And from that, my artwork has gotten better. I learned to read and write before I could talk. I had a hard time learning math. I'm still not good at it, but with the help of some very good teachers, I finished my math at junior high school and had one year of algebra in high school.

I was 17 years old when I did the illustrations for the first edition of this book. Since then, I've graduated from high school, spent three years working at a work center, and have taken college courses in graphic arts. I have done free-lance artwork for several automotive publications. I have made some new friends and learned various skills. I'm now involved in a program called Life Skills, which is helping me to live independently. I share an apartment with two others—a whole new experience for me.

TABLE OF CONTENTS

1. Famous People Who Had Trouble Learning 4

2. What Is a Learning Problem? 8

3. Everyone Is Different 13

4. What Causes Learning Problems? 16

5. What Can Be Done to Help? 17

6. How Your Family & Friends Feel 22

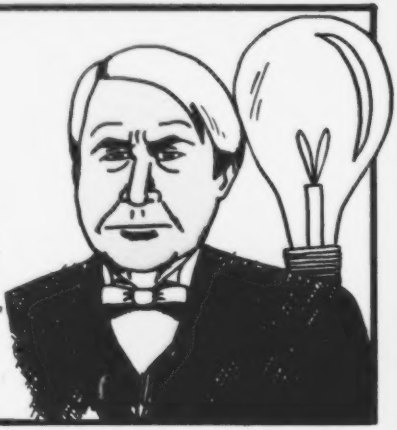
7. Telling What It's Like 24

8. Think Positive! 26

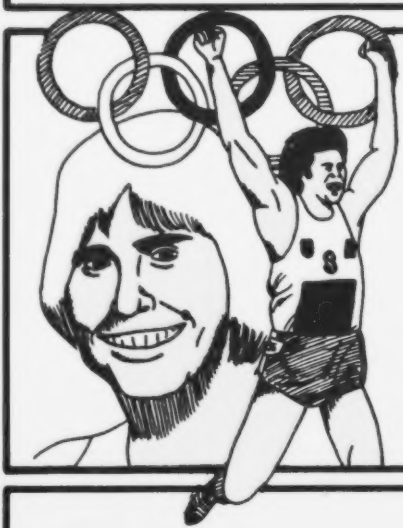
Resources-Ideas That May Help 28

1. *FAMOUS PEOPLE who had trouble learning*

It may help to know that many famous people had learning problems. Here are a few:

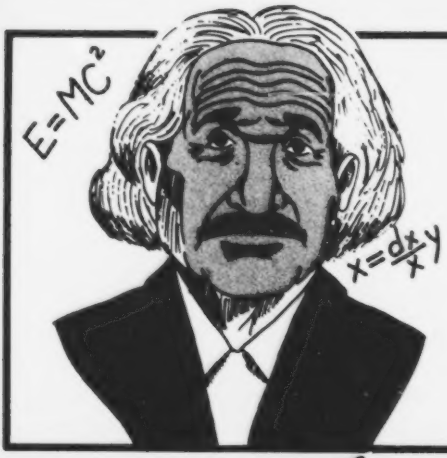


THOMAS EDISON was taken out of school because learning seemed impossible for him. His spelling and grammar were poor. Still, he went on to invent the electric light bulb, the phonograph, the Kinetoscope (the first "moving picture" machine), and other useful things.



BRUCE JENNER said he was a slow learner and felt "dumb." He repeated 2nd grade and struggled until high school, when he was told he had "dyslexia"—difficulty learning the skills of reading, writing, spelling, and sometimes also of listening and speaking clearly. In junior high school, he found he could do well in sports. He was bright and motivated and won Olympic gold medals in the running, throwing, and jumping events in 1976. He is now a commentator for a major broadcasting company.

HANS CHRISTIAN ANDERSEN struggled in school and was unhappy as a child. Private tutoring helped him pass examinations, and at age 23, he was ready to be a writer. He wrote 168 fairy tales, which have delighted children and adults everywhere. He became Denmark's most famous author.



ALBERT EINSTEIN had a hard time learning languages, but he was very good at math. He failed tests to get into college the first time he took them. He later became a great thinker and physicist and figured out the *theory of relativity* —about motion, speed, and gravitation.

LOUIS PASTEUR's mind was considered "slow," and he was hardly noticed at school—but he was a hard worker. He later did much to help mankind. He solved problems in industry, agriculture, and medicine; saved lives; and made the world a better place in which to live. He developed the method called *pasteurization* in which milk is heated then cooled to make it safe to drink, made new discoveries about bacteria and diseases, and developed vaccinations against certain diseases, including rabies.

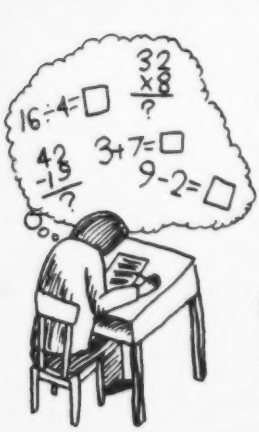
RODIN, a famous sculptor; **HARVEY CUSHING,** a brain surgeon; and **NELSON ROCKEFELLER,** a United States Vice President, could not read when they were young and had some trouble with reading even when they became adults.

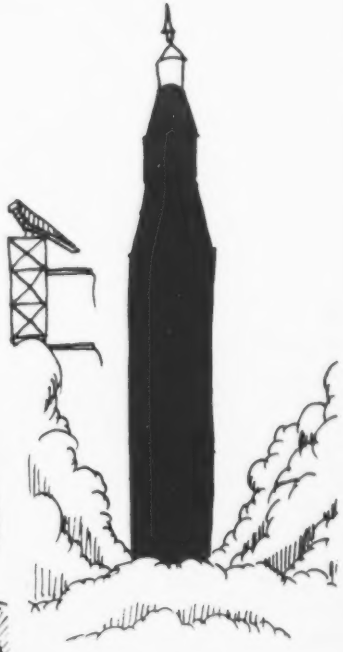
WERNHER VON BRAUN failed 9th grade algebra. He, however, went on to become a world-famed engineer and rocket expert. He directed the design of the Jupiter rocket that launched the first United States earth satellite and of the Redstone rocket, which launched the flight of America's first astronaut. A Saturn rocket he helped design launched the astronauts who made the first landing on the moon.

You probably didn't realize that so many people have overcome learning-related problems. There are lots of boys and girls who think that no one has the trouble they do and that they will never get anything right.

Finding out about these successes may help you to keep on trying. Usually, with hard work and the right help, you can get it. You can get it if you keep trying.

WINSTON CHURCHILL spent three times longer in the lower grades than his friends, so he learned to use the English language very well. Later he used what he knew about sentences and grammar and began to write. He had a lot of energy and became a good organizer. He was knighted by the queen and won the Nobel Prize for literature. He was one of England's greatest prime ministers.

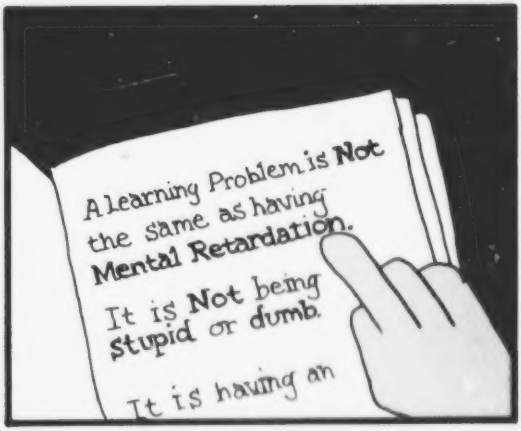




2. WHAT IS A LEARNING PROBLEM?

Many people have problems of one kind or another. The important thing, though, is not what a problem does to you, but what you do do about that problem.

One thing you can do is find out what a learning problem *is* and what it is *not.*



What a learning problem IS:

It IS having an average or above-average I.Q.

It IS having special difficulty with one or more of these:

- reading
- writing
- arithmetic
- spelling
- putting your thoughts down on paper
- remembering what you see or hear
- coordination
- paying attention
- organization
- sitting still

Or having trouble

understanding the rules of the game

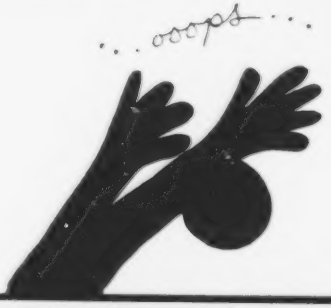
making others understand what you are saying

getting the main point of what you hear or read

understanding everything the way it is meant

following directions

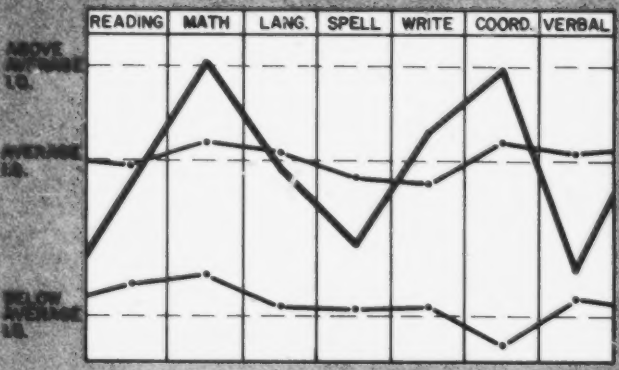
expressing yourself when talking, but getting your words mixed up when writing



or even with controlling yourself (you may want to, but are not able to), or just

FEELING GOOD ABOUT YOURSELF

This graph helps show how people with learning disabilities compare with others.



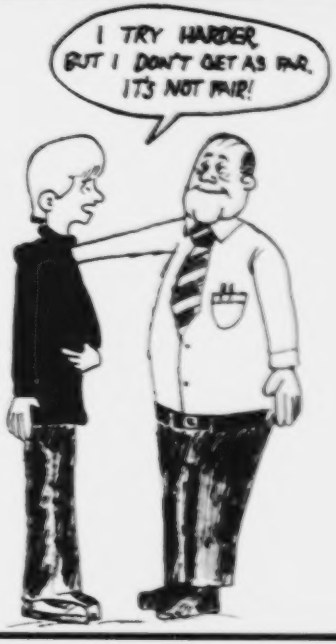
Another thing you can do is try to understand your feelings.

It's natural to feel frustrated when you can't make yourself understood or when you can't do well at something even when you're trying hard. You may feel angry when others tease or make fun of you or call you names. But there is something you can do about it.

You may be surprised to learn it is not people or events that upset you. *The way you think* about what is happening leads you to *upset yourself!*

To get more practice on learning to think this way, send for a catalog of books from No. 15, page 29. Other books your parents might want to read are listed in No. 16, page 29.

Learn to *talk* about your feelings. Others have had those same feelings. You can share them with your parents or an adult who knows about learning or who understands problems. Besides parents or other relatives, there are classroom teachers, reading teachers, speech teachers, and learning disabilities teachers with whom you can talk. Some schools have social workers who really like to listen to people and who are interested in them. A person at your church might be helpful. Usually we feel better if we are able to talk about things that bother us.



3. EVERYONE IS DIFFERENT

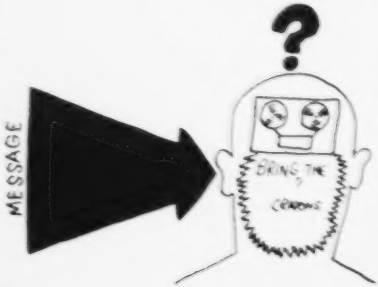
Our brain is like a wonderful computer.

Information goes in through our eyes and ears and other senses of touch, smell, and taste; the nerves pick up the information and send signals that tell us to move in some way or to speak in some way.

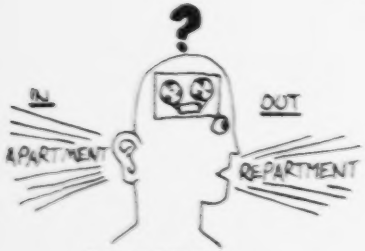
Maybe you can hear perfectly, but can't *remember* what you hear or can't tell rhyming words. You can't *hear* the difference between sounds like *p* and *t* or *i* and *e*.

Maybe you can't hear directions . . . or read when there is other noise . . . or can't change what you hear into something to write.

When we have trouble listening, it is as if the wires are crossed in our internal "tape recorder" and



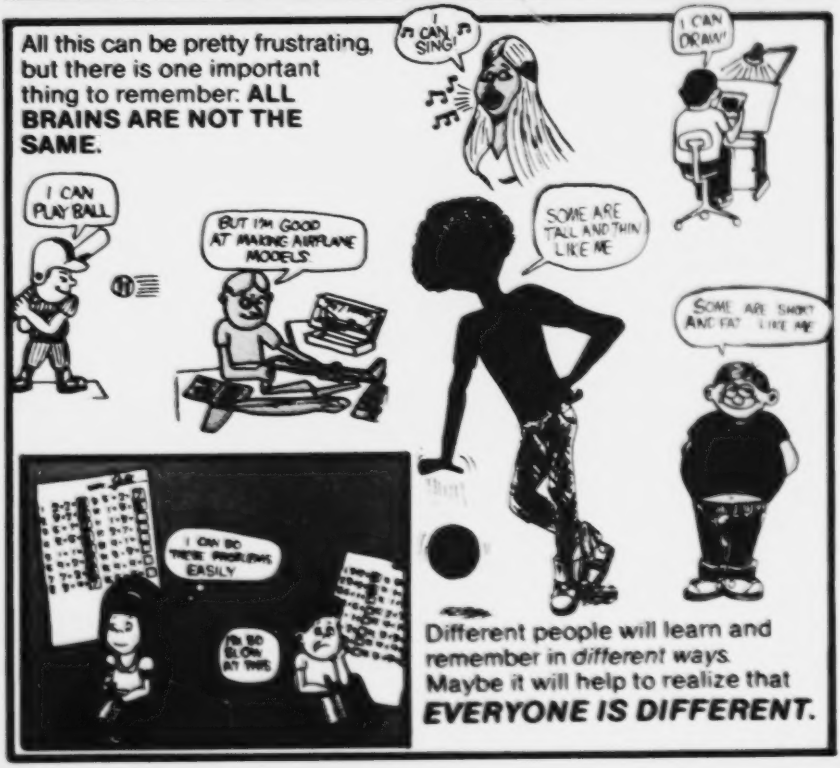
. . .the message is not getting in right . . . or



it is getting mixed up or forgotten inside . . .

or the signal is not sending the right movement or words out.

All this can be pretty frustrating, but there is one important thing to remember: **ALL BRAINS ARE NOT THE SAME.**



Different people will learn and remember in *different* ways. Maybe it will help to realize that ***EVERYONE IS DIFFERENT.***

Some people complete a job in a short time. Others take two or three times longer to finish the same task. The point is, everyone can do some things well and some things not so well. Did you ever wonder why some children can *tell* a good story but not *write* one? You may express yourself well when talking but get your words mixed up when writing. Well, these two jobs are handled by different parts of the brain. If one part of your brain is not working so well (a "crossed" wire in the computer), you will probably not do well in the job assigned to it.

Some students would rather *see* pictures or *read* a story ...

... than hear a story or record. The words and sounds bother them.

Some would rather HEAR.

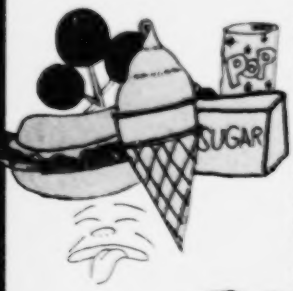
They might remember what they hear more easily than trying to read the same words.

4. WHAT CAUSES LEARNING PROBLEMS?

Many times a child's brother or sister also has a problem with learning, or a parent may have had trouble learning when he or she was younger.

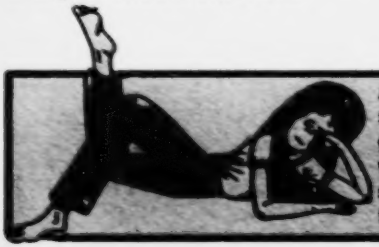
Some people are born with this difficulty. Others get it after an illness. For a few, a bump on the head causes the problem.

For some, the cause is not clear. They just may not learn as well, and nobody knows why.



Others think that eating too much food containing artificial coloring, flavoring, preservatives, or sugar causes some children to be restless. This could make it hard to think and get schoolwork done.

Some doctors think that certain people are allergic to things they eat or breathe and this could affect their ability to learn. There are doctors who prescribe medicines that may help some children to concentrate better than to pay too much attention to other things around them.



As you grow up you go through different stages. Each stage is important for giving skills you need later to help you walk, talk, read, and write. Skipping a stage for some reason can cause trouble, too.

5. WHAT CAN BE DONE TO HELP?

1

USE SEVERAL SENSES TOGETHER. Many young people have been helped by an approach that uses the senses of seeing, hearing, and touching (tracing) together with speaking. Start with easy sounds and letters then move on to harder letter/sound patterns and words. Practice saying and writing these. To learn more about this method and to find someone near you who can teach it, write to the Orton Society. See Number 11 on page 28.

2

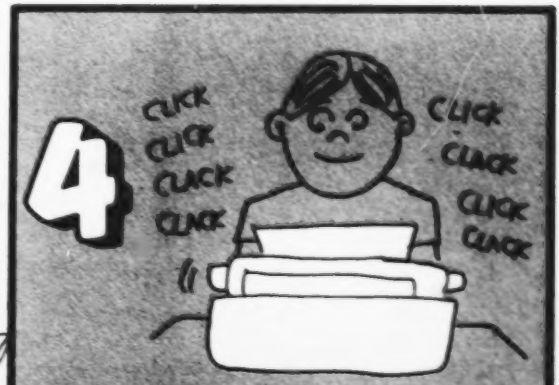
READ ALOUD. Some people understand the words better when they read aloud, but others understand them better when they read silently.

STUDY SPELLING IN A DIFFERENT WAY. Say and trace the word at the same time. If the word is easy, such as *stand*, say the sounds. If it is hard, such as *believe*, say the letters. Then erase or hide the word and write it *from memory*.

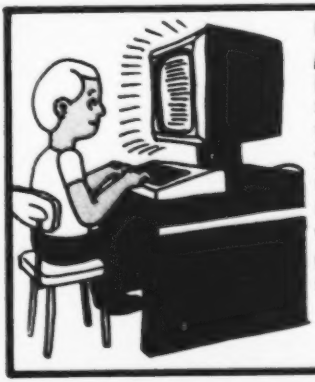
Then check yourself. Don't study words by spelling aloud only or by copying. If you are to write words correctly you must practice by writing them without looking.

There are machines that can help you learn spelling and vocabulary words. One such machine is listed as Number 5 on page 28. A word card is put into a slot.

You hear the word and see it then turn the card over and write the word or phrase from memory. You can see that STRETCHING THE MEMORY IS IMPORTANT.



TYPE YOUR WORK. You may have a hard time putting thoughts down on paper because it is hard for you to think of ideas, form the letters, and spell the words all at the same time. Your writing may be poor. Two publishers have typing programs to help this problem. One, listed in Number 4 on page 28, helps improve spelling and composition skills from 1st grade level through high school. Another, Number 3 on page 28, has two programs. One uses a "Color Keyb" Touch Type system to reinforce reading and writing while teaching typing. The other teaches typing and has more practice on skills for use on a microcomputer. Write to the publishers for a catalog, then you can decide which one is best for you.



USE A COMPUTER. Machines called *word processors* are like typewriters on computers. They can correct spelling errors and some mistakes in grammar. Best of all, they let you type your thoughts first. Then you can see them and reorganize them by moving the paragraphs around without rewriting. Number 10, page 28, tells you where to get software that gives special help with spelling.

5

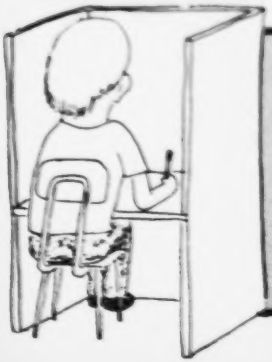
If you have trouble remembering spoken directions, REPEAT them ALOUD to help you remember. You will probably want to write down homework assignments. Number 2 on page 28 is a place from where listening exercises can be ordered.

6

To learn MAP SKILLS and directions, order the material suggested in Number 1, page 28. Number 13, page 29, tells where to order exercises that give practice in learning *left* and *right*.

7

ANSWER ESSAY QUESTIONS ON A TAPE RECORDER if you write slowly and your writing is hard for the teacher to read. Some students take tests this way.



8

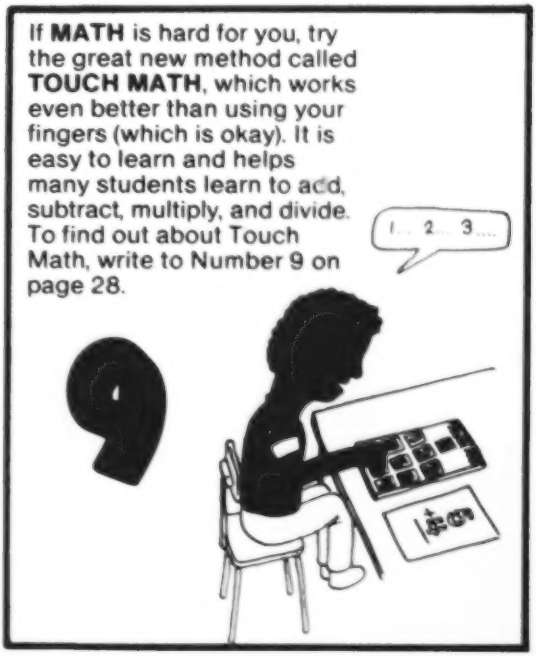
WORK BEHIND A SCREEN or in an "office" if you are confused by sights and sounds around you.

Some students use **CALCULATORS** for speed.

It's a good idea to learn the facts too, if you can. If you are slowed down in arithmetic because you have a hard time copying the problems from the book, perhaps your teacher or someone in your family could get the pages copied on a **COPY MACHINE** to help save time for you.

If you find it hard to remember multiplication facts and haven't yet learned Touch Match, use this **TABLE** to work out problems.

If **MATH** is hard for you, try the great new method called **TOUCH MATH**, which works even better than using your fingers (which is okay). It is easy to learn and helps many students learn to add, subtract, multiply, and divide. To find out about Touch Math, write to Number 9 on page 28.



0	0	0	0	0	0	0	0	0	0	0
0	1	2	3	4	5	6	7	8	9	10
0	2	4	6	8	10	12	14	16	18	20
0	3	6	9	12	15	18	21	24	27	30
0	4	8	12	16	20	24	28	32	36	40
0	5	10	15	20	25	30	35	40	45	50
0	6	12	18	24	30	36	42	48	54	60
0	7	14	21	28	35	42	49	56	63	70
0	8	16	24	32	40	48	56	64	72	80
0	9	18	27	36	45	54	63	72	81	90
0	10	20	30	40	50	60	70	80	90	100

Computers and word processors help high school and college students with English composition. Even though you may feel you are not smart enough to go to college, you may find you are eligible or qualified to go. Some students may take six years to do four years' work, but that's okay. Some go to junior college for three years instead of two, and that's okay, too. Junior colleges are not as expensive as universities. Number 14 on page 29 lists books that identify schools beyond high school where students with learning disabilities can receive special services.

11

If your science, social studies, or other books are hard for you to read, but you are good at remembering what you hear, **GET SOMEONE TO READ** chapters to you. Some of these books are on tape. See Number 8 on page 28 and 12 on page 29 for help in finding the tapes.

These are all helping ideas, and there are more, such as moving a finger to help your eyes keep the place in reading. While it is good to "get around" problems, students also need to **WORK ON THE THINGS THAT ARE HARD** for them. You will probably have to **WORK HARDER** than most people. If you are lucky, your school has a special room just for working in this way. One name for this room is **LEARNING DISABILITY RESOURCE ROOM**; another is **SELF-CONTAINED L.D.** In these rooms you should get the help you need from a teacher who is trained in this field.

6. HOW YOUR FAMILY & FRIENDS FEEL

Some parents give more attention to the child with a learning problem because they are worried about him or her, and the rest of the family may resent this. They might think it's not fair because they want attention, too.

Sometimes when parents are trying to teach good manners and a child speaks out of turn or laughs too loud the family is embarrassed. Sometimes a family gets annoyed just because things don't go smoothly. (Things don't go smoothly in *any* family all the time!)

Some brothers and sisters may find it hard to understand that someone else's needs are greater than their own, even for a short time. Even when they understand it, they can still feel left out.

Some people get overly excited when with a group. They become too silly, too active, too restless, and too loud—as if they were wound up.

A parent at a party or a leader of a group may consider this "bad" behavior and become upset or irritated by it. If you can feel yourself getting wound up, try going off by yourself a few minutes to slow down your motor.

7. TELLING WHAT IT'S LIKE

Here is what some young people with learning disabilities have to say about themselves . . .

Jacob, a junior high school student council member, says:

When I first went to school, I felt real scared because I didn't know how to do the work that well. I thought I was stupid. Then I was tested, and they said I had a learning disability. I started going to the learning disability room, and it started to help me get better at my work and concentrate more. In reading and math I started out real bad, but am now just about in the same place as everybody else. I had a tutor that helped me in phonics and mostly reading. Most of the people were good at working, but I was great at drawing; everybody is good in something.

Julie, in 7th grade, wrote:

"I would put off doing homework not really because I didn't want to, but because I didn't know how. Now I just do it because I know how. If I don't get it I ask the teacher. I didn't used to ask the teacher questions. Everyone else got it, but I didn't, even when she went over it a thousand times. I was good in sports, math, social studies, health, and science, but had trouble getting started and pulling it all together, and trouble in reading, spelling, and language arts. No one ever really told me I was doing badly, but I thought I was and everyone was better than I. So don't feel that way. You're an individual. No one is perfect, and you'll be as good as them some day."

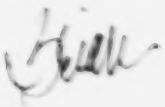
Now, in college, she says:
8 years later . . .

"I am very grateful for the special help my parents provided for me during grade school. Because of this, I got a good start and was able to continue on to college to study nursing. Although I have to study longer than some of my classmates, in the end I do as well as they do. College has been very rewarding, and if I run into an especially difficult course, there are a variety of places I can go for assistance. The college I attend provides a learning lab that helps me with my study skills and also offers tutors for every subject. I really enjoy college and will always feel lucky to have been given the opportunity to get this far. Thanks Mom, Dad, and Helen!"

college junior

In 10th grade, Brian wrote:

"When I was in 1st, 2nd, and 3rd grades, I had trouble learning to read, write, and spell as fast as most of the other kids in my class. In 1st grade I used to try to pretend that I could read things I really couldn't read. But I soon found out that trying to hide my problems only made them worse. My sister was two grades higher and always got straight A's. That made me feel like I was a much worse person than my sister since I let my parents down by not getting straight A's. I know that that's not at all true because how easy it is for you to learn in school doesn't have anything to do with how good you are as a person. For 4th, 5th, and 6th grades I went to a special school for kids like me with learning disabilities. After this special help, I was able to return to regular public schools and get above-average grades."



Now, Brian has this to say:
8 years later . . .

"Since finishing high school I have gone to college, graduated from law school, and been admitted to the practice of law in the state of Illinois. I am now working for a Chicago law firm. Although my learning disabilities never went away, over the years I have learned to cope with them in many ways. For example, I have always been a very slow reader, so in college I soon realized that I would have to plan extra time for reading my assignments. But once I learned to plan extra time for my reading, I found that my slow reading speed did not hurt my grades at all. After I began law school, I was lucky enough to get a word processing computer which helped me a lot with the writing I had to do. After some practice, I began to type much faster than I had ever been able to write. The computer also helped me with my organization and spelling problems. Although I know that I will always have my learning disabilities, I have learned that I can cope with them. Most importantly, I have learned that my learning disabilities will not keep me from achieving my goals."

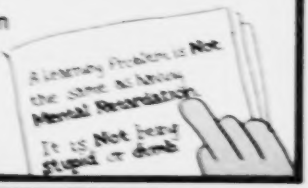
lawyer

28

8. THINK POSITIVE!

You now know more about learning problems than most people. You know there are famous persons who had trouble learning when they were young, but succeeded in spite of this.

You know what a learning problem *IS* and what it *IS NOT*.



We hope you now see that everyone is different and that it's ok to be different.

You know some causes of learning problems.

You know how your family and friends may feel.

Jacob
Julie
Kelli

You have heard from students like yourself who are working out their problems.

Who's perfect?

Who said life has to be easy?

I have confidence.

I am smart.

I have faith in myself.

I can accept my errors.

I can concentrate.

I can figure it out.

I can check my work.

I can solve problems.

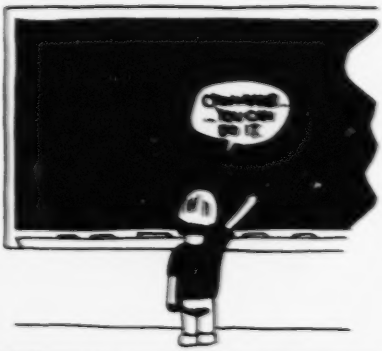
I can remember.

I can learn.

I can reach my goal.

I can do it.

I can stick to my work.



GOOD LUCK!

RESOURCES—IDEAS THAT MAY HELP

1. *Maps Skills for Today Series*
   (Weekly reader practice books—five books for grades 2-6)
   Field Publications
   4343 Equity Drive
   Columbus, OH 43228
   (614) 771-0006

2. *Auditory Perception Training*
   DLM
   (Five components, each available in both English and Spanish)
   DLM Teaching Resources
   P.O. Box 4000
   One DLM Park
   Allen, TX 75002
   1-800-527-4747

3. *The Johnson-Stetson Type-Write Program*
   Modern Education Corporation
   P.O. Box 721
   Tulsa, OK 74101
   (918) 584-7278

4. *Write to Read Typing Program*
   Touch to Type Typing Program
   Curriculum Associates, Inc.
   5 Esquire Road
   North Billerica, MA 01862
   (617) 667-6000

5. *Language Master Card Reader System*
   Bell & Howell Company
   Audio-Visual Products Division
   7100 N. McCormick Boulevard
   Lincolnwood, IL 60645
   (312) 262-1600

6. The Council for Exceptional Children
   1920 Association Drive
   Reston, VA 22091
   (703) 620-3660

7. Association for Children and Adults with Learning Disabilities
   4156 Library Road
   Pittsburgh, PA 15234
   (412) 341-1515

8. Marin Puzzle People
   (Information-referral service and library)
   1368 Lincoln Avenue
   San Rafael, CA 94901
   (415) 453-4006

9. Touch Math, Inc.
   P.O. Box 7402
   Colorado Springs, CO 80933
   1-800-621-8386, Ext. 232

10. Minnesota Educational Computing Consortium (MECC)
    (Spelling and math programs for use with Apple II microcomputer)
    3490 Lexington Avenue, N.
    St. Paul, MN 55126
    (612) 481-3500

11. Orton Dyslexia Society
    724 York Road
    Baltimore, MD 21204
    1-800-ABCD123

12. *Talking Books*
Available from local libraries or through:

National Library Service for the Blind and Physically Handicapped
Library of Congress
1291 Taylor St., N.W.
Washington, DC 20540
(202) 287-5100

13. *Body Image-Laterality Ditto Masters*

Ideal School Supply Co.
11000 S. Lavergne Avenue
Oak Lawn, IL 60453
(312) 425-0800

14. *A Guide to Post-Secondary Educational Opportunities for the Learning Disabled*

Time Out to Enjoy, Inc.
715 Lake Street
Oak Park, IL 60301
(312) 383-9017

National Directory of Four Year—Two Year Colleges and Post High School Training Programs for Young People with Learning Disabilities

Partners in Publishing
Box 50347
Tulsa, OK 74150
(918) 584-5906

Peterson's Guide to Colleges with Programs for Learning Disabled Students
by C.T. Mangrum and S.S. Strichart, 1985

Peterson's Guides, Inc.
P.O. Box 2123
Princeton, NJ 08544-2123
(609) 924-5338

15. Institute for Rational-Emotive Therapy (IRET)
45 E. 65th Street
New York, NY 10021
(212) 535-0822

16. *The Learning Disabled Child: Ways That Parents Can Help*
by Suzanne H. Stevens, 1980

John F. Blair Pub.
1406 Plaza Drive
Winston-Salem, NC 27103
(919) 768-1374

Suzan's Story: an autobiographical account of my struggle with dyslexia
by Susan Hampshire, 1982

St. Martin's Press
175 Fifth Avenue
New York, NY 10010
(212) 674-5151

Learning's Disabilities: A Family Affair
by Betty B. Osman, 1979

Random House
Department 9123
400 Hahn Road
Westminster, MD. 21157
1-800-638-1690

The Dyslexic Child
by Drake Duane and Paula D. Rome, 1981

Educators Publishing Service
75 Moulton Street
Cambridge, MA 02238
(617) 547-6706

17. *Mickey Math Rule*

Creative Publications
5005 W. 110th Street
Oak Lawn, IL 60453
1-800-624-0822

National Easter Seal Society
2023 West Ogden Avenue
Chicago, Illinois 60612

33 E-61